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This booklet presents information about the scope of the New York State Department of Education programs for the disadvantaged (as of 1966). The contents are arranged under the headings of teachers of the disadvantaged, and disadvantaged children, youth, and adults. Lists of school districts participating in various projects and programs are included. Each entry under the various headings contains a brief description, the name of the participating school district and funding agency, and the source to contact for further information. (NH)

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT/1966

"CULTURALLY DISADVANTAGED"  
SCHOOL COMMUNITY PROGRAMS

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Materials and Research Branch  
Equal Educational Opportunities Program  
Office of Education



UD 008 545  
Programs for  
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EQUAL EDUCATIONAL OPPORTUNITIES  
PROGRAM COLLECTION

... A message from your State Education Department

UD 008 545

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## NEW YORK AND THE DISADVANTAGED

The primary goal of your State Education Department is to make education as accessible as possible to each citizen of New York, enabling the individual to develop his full potential in American society.

Historically, the Department has interpreted this as a mandate for establishing community programs which reach the citizen unable to participate satisfactorily in the ordinary school routine. Projects for physically handicapped students are well-established illustrations of the Department's concern. In programs for blind students, for example, the Department has developed special techniques and materials permitting the student to overcome the disadvantage of sightlessness so he might study to the extent of his desire and develop his capacities as a productive citizen.

Even such a well-known, and by now familiar, educational program as the centralized school can be described as a successful attempt to devise a community solution to a problem of the disadvantaged. For what the centralized school does is pool the resources of several districts, providing students with the comprehensive educational experience that could not exist in a smaller, single unit.

Today, American society has become sensitive to the fact that economic deprivation and social discrimination are as severe a handicap to the citizen as any physical disability or inadequate school facility. For many people poverty and custom determine that they will not achieve the success their talents deserve. Indeed, the State Education Department assumes a person disadvantaged by his economic and social circumstances deserves compassionate help to reorient him into the productive community.

This booklet illustrates the scope and variety of the Department's current response to the conditions, and its efforts to help the citizen of New York State remedy educational disadvantage. The booklet's principle of organization is the total educational process. Thus, the programs describe the teacher learning about students and their environment; the child learning basic skills and relationships with his environment; the youth learning best how to achieve his academic or vocational goals, and the adult student learning how to continue his self-development.



This sense of total involvement is further demonstrated by the dynamic quality of the general effort described which includes completed, current, and experimental programs of education. And certainly, the most significant characteristic of the overall picture is the high degree of local participation at all planning and execution stages—another demonstration of the democratic orientation of the Department-local district relationship.

The scope of the State Education Department's programs for disadvantaged students will be broadened even further by the Elementary and Secondary Education Act of 1965. Title I—the major part of the Act—provides financial support to local agencies for assisting in the education of children of low-income families. New York State has been allocated \$109 million for fiscal 1965-66. Section 201 of Title I—*Declaration of Policy*—states its purposes:

. . . In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including pre-school programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

The responsibility for administering Title I in New York State rests with the State Education Department.<sup>1</sup> To date, the Title I Office in the Department has received 754 project applications from 463 school districts. These projects represent a potential expenditure of \$69 million in prekindergarten programs, curriculum innovations, vocational training, pupil enrichment programs, increases in pupil personnel services and other school staff, remedial services, in-service teacher training, after school study centers, and summer programs. We are indeed fortunate that Title I expenditures offer New York the opportunity to extend the State's present efforts in providing education for disadvantaged students and developing additional methods to compensate for disadvantage.

<sup>1</sup> *Information about Title I projects is available through:*

Irving Ratchick

Coordinator

Title I, Elementary & Secondary Education Act of 1965

State Education Department, Albany

FOR TEACHERS  
OF THE  
DISADVANTAGED



## WORKSHOP FOR TEACHERS

This 6-week workshop is designed to familiarize urban teachers with conditions related to disadvantaged students. With the State Education Department providing funds and initiating contacts, the workshop aims toward preparing teachers to work more knowledgeably with students from predominantly disadvantaged areas. The Department plans a similar institute for 1966.

The 1965 workshop was held at Queens College, Flushing, N. Y. Stressing the teaching of mathematics and language arts, the workshop involved 25 junior high school teachers employed in schools serving substantial numbers of disadvantaged children in New York City.

### **Participating School Districts:**

New York City—junior high schools in the Negro "ghetto"

### **Funding:**

N. Y. State funds for the in-service and pre-service education of teachers

*For information about future workshops contact:*

Alvin Lierheimer

Director

Division of Teacher Education and Certification

State Education Department, Albany

## COLLEGIATE PROGRAMS

To better enable New York City area teachers to work with disadvantaged elementary and secondary school children, the Department made available grants for approximately 500 teachers so they could attend courses offered during the spring of 1966 by Brooklyn College, City College, Hunter College, Teachers College of Columbia University, and Yeshiva University.

The Department programs included courses on the urban community, treatment of disabilities in language arts, behavioral problems, and reading improvement.

### Participating School Districts:

New York City and surrounding districts

### Funding:

Title I of the Elementary and Secondary Education Act, allocation to the State Education Department for the in-service and pre-service education of teachers

*For information on how you may obtain a grant contact:*

Alvin Lieberman

Director

Division of Teacher Education and Certification  
State Education Department, Albany

## PROSPECTIVE TEACHER PROGRAMS

With an eye toward raising the level of educational achievement in disadvantaged communities and preparing teachers to work more effectively in those communities, the Department—during the spring of 1966—also sponsored two programs for liberal arts graduates preparing to become teachers of disadvantaged children. The courses were conducted at Brooklyn College and City College in New York City.

A typical training program included both classroom work and field experience in schools located in deprived areas.

### Participating School Districts:

Predominantly New York City

### Funding:

Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

*For information concerning prospective teacher programs contact:*

Alvin Lierheimer

Director

Division of Teacher Education and Certification

State Education Department, Albany

## CONFERENCES ON TEACHING DISADVANTAGED

In May 1966 at Yeshiva University, 200 skilled New York City teachers of disadvantaged children, and professors from a variety of metropolitan institutions, attended this conference hoping to identify the problems of children in urban schools and thereby aid teachers to deal more effectively with these children.

The participants discussed their mutual concerns and experiences in teaching disadvantaged children, and gained a more personal insight into any future problems.

### **Participating School Districts:**

New York City

### **Funding:**

Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

### *For information about the conference contact:*

Alvin Lierheimer

Director

Division of Teacher Education and Certification

State Education Department, Albany

## SEMINAR ON AFRICA

The seminar—initiated in 1966 with plans for future seminars—provides a program in sub-Saharan African history and culture for elementary and secondary school teachers in Central New York.

The seminar planners scheduled eight 4-hour sessions at the Continuing Education Center for the Public Service, Syracuse University, covering such topics as: the History of Africa, Cultural Patterns, Politics and Government of Traditional and Modern Africa, Problems of Social Change, African Art and Art Forms, and Africa in World Affairs, among many others.

### **Funding:**

The seminar is allocated funds under Title III of the National Defense Education Act

*For information on how you may attend contact:*

Norman Abramowitz  
Associate  
Office of Foreign Area Studies  
State Education Department, Albany

*or*

Fred Burke  
Director  
Center for Eastern African Studies  
Syracuse University

## MODEL SCHOOL PROGRAMS FOR DISADVANTAGED STUDENTS

During the spring of 1966, conferences and in-service programs were conducted for teachers in a Brooklyn slum school in an attempt to develop "model" programs applicable to other elementary schools serving disadvantaged children.

The goal in this case is to improve the quality of instruction for children attending Public School 21K, Brooklyn, and thereby developing the "model" programs.

### Participating School Districts:

New York City

### Funding:

Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

*For information on the conference and programs contact:*

Alvin Lierheimer

Director

Division of Teacher Education and Certification  
State Education Department, Albany

## TEACHING OF READING

Courses on the teaching of reading are offered by 21 school districts in the State to teachers in the districts who work with substantial numbers of disadvantaged children. More than 1,000 elementary and secondary school teachers receive further training in this area in projects located in upstate New York and on Long Island.

The major goal of the projects is improving the teaching of the basic skill of reading to disadvantaged children at both elementary and secondary school levels. A typical program might include a 10-session course offered once a week to all the elementary school teachers who instruct disadvantaged children in a given district. Discussions between participating teachers and consultants working with them, deal with improving the reading environment, experience charts and their application in a reading program, and techniques and materials used in teaching disadvantaged.

### **Participating School Districts:**

The 21 participating school districts are listed on page 39.

### **Funding:**

Co-supported by local school district funds and Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

*For information about running these programs in your district contact:*

Alvin Lierheimer

Director

Division of Teacher Education and Certification

State Education Department, Albany



## INTEGRATION PROGRAM SURVEY PLANNING

The Center on Innovation in Education of the State Education Department in cooperation with Yeshiva University, surveyed the potentials and problems of two contiguous elementary schools between June and August 1965, with an aim toward developing a program for high quality integrated education.

The task of the survey was the creation of a comprehensive plan indicating the staffing, in-service training, curricular organization, instructional procedures and materials, guidance services, and school-community relationships needed for successful integration.

During the 2 months, the school populations were surveyed to discover familial and socio-economic goals and attitudes. Socio-metric data on student relationships was gathered. Teachers and administrators were interviewed to determine their attitudes, as well as to locate problems. This information was used as the basis of discussion in planning sessions with the school staff.

### **Participating School Districts:**

Public Schools 30 and 80, Queens County

### **Funding:**

Public Law 531 and State Education Department

*For information concerning a program of integration contact:*

Mrs. Shirley Sargent

Education Aide

Center on Innovation in Education

State Education Department, Albany

## CURRICULUM MATERIALS

In 1966, the Department initiated an investigative program to develop curriculum materials for disadvantaged students in secondary schools. The Department seeks to identify impediments to the learning process experienced by the disadvantaged so the Department may suggest improved methods for educating them. In gathering successfully tested practices, the Department will offer consultation to local districts and distribute results of the investigation.

Representative of the current programs are efforts to show the inter-relationship in the teaching of 7th grade mathematics and English so that students will appreciate the commonality rather than be distracted by apparent fragmentation of academic study.

### **Funding:**

Title I of the Elementary and Secondary Education Act

*For information about current investigations contact:*

Gordon Van Hooft

Chief

Bureau of Secondary Curriculum Development

State Education Department, Albany

FOR  
DISADVANTAGED  
CHILDREN

## TALENT SEARCH

With the State Education Department providing funds and suggestions in developing local district programs, this guidance and enrichment project currently is focusing on disadvantaged students from elementary school through grade nine. Begun in 1960, Talent Search aspires to raise the academic process of the underachieving student and to develop this student's insight into his own abilities and career potential.

A look at a typical program shows the local guidance department identifying a small group of underachieving students. The local department then intensifies its activities through group meetings, home visits, and increased participation by the school staff. Additionally, the students' programs are enriched with industrial visits, cultural trips, and college tours, all aimed at directing their attention to career possibilities.

### **Participating School Districts:**

The 43 participating school districts are listed on page 39.

### **Funding:**

National Defense Education Act, Title V-A

### *For information on Talent Search, contact:*

Harlow Hopkins  
Supervisor  
Bureau of Guidance  
State Education Department, Albany

## ABLE

Project ABLE is an expanding demonstration program of compensatory education for disadvantaged students from prekindergarten to grade 12. The State Education Department provides funds and assistance for curricular and program revision over a 5-year period.

Project ABLE has 3 basic goals:

1. improving the educational experience and the opportunities of disadvantaged students;
2. helping these students develop positive attitudes toward education; and
3. increasing the number of school staff engaged in educating disadvantaged students.

While there is no typical program, the various districts work toward ABLE'S objectives by organizing special classes in remedial reading, arithmetic, and other academic areas; by discussing the student's problems, prospects, and progress with parents; and by promoting general understanding of disadvantaged children among the faculty through conferences, workshops, and orientation sessions.

### Participating School Districts:

The 28 participating school districts are listed on page 39.

### Funding:

ABLE is funded on a matching basis by the State and local districts

*For information concerning Project ABLE, contact:*

Harlow Hopkins  
Supervisor  
Bureau of Guidance  
State Education Department, Albany

## SUMMER SCHOOLS FOR MIGRANT CHILDREN

The Department also supervises and offers guidance for a summer school program for the children of seasonally employed agricultural workers in the State of New York. Begun in 1965, the program provides enrichment and remedial work in basic academic skills for various grade levels, and compensates these children whose irregular school attendance has hindered their acquisition of these basic skills.

The children attend school for five hours each day. A snack is served on arrival, and lunches are provided. Master teachers work with small groups of children and are assisted by teacher aides who may be parents of the children. Throughout the program, emphasis is placed upon citizenship and hygiene. Services of the school physician and nurse are also available.

### Participating School Districts:

The 26 school districts participating currently are listed on page 39.

### Funding:

Federal Economic Opportunity Act, Title III-B, and  
Local Assistance Fund for Migrant Children, New York State

*For information on how to involve your school in this program, contact:*

R. Pratt Krull, Jr.  
Supervisor  
Bureau of Elementary School Supervision  
State Education Department, Albany

## PREKINDERGARTEN PROGRAMS

Several local school districts have been selected to develop and operate prekindergarten programs for disadvantaged students with the help of the State Education Department which provides evaluative and research services, in-service teacher training, and funds. This experimental research project was initiated in 1965 to run for 4 years.

Through programs of this stature the Department hopes to help disadvantaged children increase their capacity to learn, improve their social development, better their self-concept, increase their motor development, and instill positive attitudes toward school.

Districts operate two classes of 15-20 children each. Classes are a half day in length, and expose children, who would otherwise be excluded from nursery school, to a combination of the conventional materials and activities of prekindergarten and kindergarten classes.

### Participating School Districts:

Greenburgh  
Hempstead  
Long Beach  
Mt. Vernon  
Schenectady  
Spring Valley  
Yonkers

### Funding:

State Aid for Experimental Programs and U. S. Office of Education-Cooperative Research Program

### *For information on prekindergarten programs, contact:*

Louis Di Lorenzo  
Research Associate  
Bureau of School Programs Evaluation  
State Education Department, Albany



## CHILD DEVELOPMENT AND PARENT EDUCATION

The Bureau of Child Development and Parent Education of the Division of School Supervision reviews and makes recommendations on applications for funds for Head Start Child Development Centers; Elementary and Secondary Act, Title I, prekindergarten programs; and for the prekindergarten programs financed through State and local district funds—all of which are especially designed for 3- and 4-year-olds in disadvantaged areas.

The Bureau offers consultation services to both public and private schools in developing sound programs for their younger children. Staff members observe active programs, and confer with school administrators, program coordinators, and teachers with an eye towards strengthening the programs for both child and parent. Assistance also is provided both in planning and conducting practical in-service education programs for teachers of disadvantaged younger children.

Among the many other services offered, the Bureau conducts special workshops and conferences for those administrators, supervisors, and teachers seeking to improve programs for disadvantaged children and their parents; assists school districts in planning for program evaluations; conducts leadership education workshops for parents and for professional leaders seeking to work more effectively with parent groups; and makes available materials to assist teachers, administrators and supervisors in developing these programs.

### **Funding:**

Federal, State, and local

### *For more information contact:*

Mrs. Dorothea Conklin

Chief

Bureau of Child Development and Parent Education

State Education Department, Albany

FOR  
DISADVANTAGED  
YOUTH

## STEP

STEP is another expanding program with 2 primary goals:

1. assist potential dropouts to remain in high school and graduate; and
2. assist those who do drop out to find satisfactory full-time employment.

This guidance-oriented work-study program for potential high school dropouts 15 years of age or older, is backed by Department funds and Department direction for local programs for 5 years, after which the programs become locally supported.

Current programs are patterned like this: a teacher-coordinator meets daily with 20-25 potential dropouts for counseling and job placement. When students are employed by public agencies they are paid \$.70 to \$1 per hour *out of school district funds*. When they are employed by private business, the employer pays the wages.

### Participating School Districts:

The 31 school districts participating in Project STEP are listed on page 39.

### Funding:

The State Education Department matches, on a 50-50 basis, approved local expenditures for this program

### *For information on STEP, contact:*

Harlow Hopkins  
Supervisor  
Bureau of Guidance  
State Education Department, Albany

## REENTRY

Project REENTRY is a summer counseling program for dropouts and potential dropouts 15 years of age and older. Begun in 1961, and continuing to date, the local programs receive funds and direction from the State Education Department.

Through programs like REENTRY and STEP, the Department in cooperation with local school districts, can encourage and assist the potential or recent dropout to remain in or return to school. A secondary aim is to maintain the counselor-student relationship throughout the summer period—and possibly longer.

Programs now in progress operate in a similar manner: the potential or recent dropout is identified in the spring. During the summer, the guidance department meets with the student and his parents, encouraging the student to complete his education and advising the parents of the obvious advantages of high school graduation. In the fall, counselors follow up individual cases, recommending practical academic programs; thus, the potential dropout earns a chance to reenter the educational mainstream.

### Participating School Districts:

The 22 participating school districts are listed on page 39.

### Funding:

Through National Defense Education Act, Title V-A and local contribution

### *For information about REENTRY, contact:*

Harlow Hopkins  
Supervisor  
Bureau of Guidance  
State Education Department, Albany

## RETRAINING CHRONIC UNDERACHIEVERS

Originated in 1964, this experimental program was designed to develop procedures for identifying disadvantaged youth 14 years and older who are either chronic underachievers or potential dropouts. The Department allotted Federal funds and, if this experiment proves successful, will encourage other programs.

The program operates by pairing groups of eighth and ninth grade youths in an experimental situation. The purpose is to identify the disadvantaged students and redirect them. This is accomplished by orienting the students' entire program to the world of work, and through frequent industrial arts visitations.

A successful program will motivate the chronic underachiever toward job opportunities and salvage potential early leavers by encouraging them toward useful occupations.

### Participating School Districts:

This experiment is currently going on at Baldwin Harbor Junior High School, Long Island

### Funding:

Through Federal Vocational Education Act of 1963, Title IV-A

*For information on setting up your program, contact:*

Alan Robertson  
Acting Director  
Division of Research  
State Education Department, Albany

## TRAINING UNDERACHIEVERS

Boys and girls, 14 years of age, who have been identified as apathetic and chronic underachievers, are the objects of a research project operating during the school year 1965-66. The project is searching for methods of training these students in basic skills and techniques needed for service occupations.

Vocational techniques and methodology are used so that the student are introduced to academic skills as they find need for them in learning a trade. Boys are trained to work as maintenance mechanics, and girls as practical aides.

Successful programs should change the goals of apathetic students toward productive employment, and stimulate the apathetic non-reader to a point where he may enter a skilled craft or return to academic study.

### Participating School Districts:

Westchester County BOCES #1 currently participates in this project

### Funding:

Vocational Education Act of 1963

*For information on similar projects, contact:*

Robert Seckendorf

Director

Division of Occupational Education Supervision  
State Education Department, Albany

## RETRAINING POTENTIAL DROPOUTS

This program was started in 1965 because of the State Education Department's interest in developing procedures for salvaging students on the verge of dropping out of grades 9 through 12, and into the unskilled labor market. The Department supplied Federal funds and intends to encourage similar programs, all with the common goal of preparing the potential dropout for a useful vocation rather than surrendering him to the unskilled worker category.

Programs may operate in the same manner as the project currently underway in Northern Westchester. Feeder schools send youths from grades 9 through 11—all on the verge of dropping out—to the vocational center of the supervisory district. There the student is placed in an open-ended, permissive program with a strong industrial vocational orientation coupled with extensive remedial and psychological services.

### Participating School Districts:

This project is now in operation in Yorktown Heights, Westchester

### Funding:

The project is funded through the Federal Vocational Education Act of 1963, Title IV-A

*For information concerning this experiment, contact:*

Alan Robertson  
Acting Director  
Division of Research  
State Education Department, Albany



## THE DISADVANTAGED PUPIL

For students 15 to 17 years of age, who have been identified as potential dropouts, the State Education Department has a program (initiated in 1965) which provides two years training in developing entry-level skills in service-type occupations. The Department will also provide the local district with materials, program outlines, and general direction through teacher workshops and consultant services.

With this program, the Department intends to motivate students' interest toward improving their own ability to relate effectively to others, and to provide basic training for these students in occupations such as: Child Care and Guidance; Food Production and Services; Health Services; Clothing and Textiles; Care and Maintenance of Facilities; and Housing, Interior Design and Home Furnishings.

A typical program currently operating takes 12-14 of these students—locally classified as 9th or 10th graders—and provides them with 40 weeks training, one or two periods a day, focusing on kitchen and snack bar work. The facilities of the home economics department and a home economics teacher are used in this program.

### Participating School Districts:

Copiague U.F.S.D. #5 and Seaford U.F.S.D. #6 are presently operating programs of this nature

### Funding:

Through the Federal Vocational Education Act of 1963

*For information about setting up a program in your district, contact:*

Laura Ehman

Chief

Bureau of Home Economics Education

State Education Department, Albany

## AFTER SCHOOL VOCATIONAL CENTERS

From November 1964 through June 1965, the State Education Department aided educationally disadvantaged students prepare themselves for immediate employment by providing occupational training programs to high school seniors and graduates lacking saleable skills. The Department approved projects and disbursed funds.

More than 400 students from the New York City Board of Education schools received training in commercial skills—comptometry, typing, dictaphone, traffic, and key punching.

### Funding:

Through Public Law 88-210 and State appropriations

*For information concerning After School Vocational Centers, contact:*

Maurice Hopkins  
Assistant Supervisor  
High School Division  
New York City Board of Education

*or*

Robert Seckendorf  
Director  
Division of Occupational Education Supervision  
State Education Department, Albany

## WORK STUDY

In operation during the 1965-66 school year, the State Education Department's Work Study Program provides part-time employment to secondary school or community college level students, 15-21 years of age, helping them commence, continue, or return to a full-time vocational educational program.

The Department acts as the funding agency and provides consultative services so that disadvantaged students can overcome financial needs preventing them from learning a vocational skill, as well as develop their individual interests and abilities in occupations for which an economic demand is foreseen.

A typical Work Study Program for students attending vocational education classes, may include a maximum of 15 hours a week employment in a public agency or institution, for which the student can earn a maximum of \$45 a month or \$350 a year.

### **Participating School Districts:**

Participating in this project are 100 of the State's school districts—see page 39.

### **Funding:**

Through Public Law 88-210, Section 13

*For information on Work Study, contact:*

Louis Cohen  
Acting Supervisor  
Youth Work Study Unit  
State Education Department, Albany

## COLLEGE COMMITTEE

The College Committee on the Disadvantaged was formed in 1964 as an advisory group to the State Education Department with the sole purpose of expanding higher educational opportunities in New York State for disadvantaged students.

To date the Committee has acted toward its purposes by preparing guidelines for college self-study with regard to programs for the disadvantaged; distributing a publication—"Expanding Opportunities for Higher Education"—describing programs for the disadvantaged; surveying college admissions programs for the disadvantaged; sponsoring conferences, and offering consultative services to colleges and universities.

### Funding:

Allocated by the State Education Department

*For information about the committee and its services, contact:*

Allan Kuusisto  
Assistant Commissioner  
for Higher Education  
State Education Department, Albany

## SCHOLAR INCENTIVE AID

Since 1965, a new provision in the eligibility requirements for scholar incentive assistance has extended opportunities for higher education to disadvantaged students. Jointly administered by the State Education Department, Division of Higher Education, and the Regents Examination and Scholarship Center, the new provision makes available financial assistance toward college education to disadvantaged students in those colleges which have special programs for the disadvantaged.

Now, educationally disadvantaged students become eligible for financial aid when they are admitted to a college's program for the disadvantaged. They are considered in full-time attendance when they carry 12 hours of course work, even though this may include remedial, non-credit study.

### **Funding:**

Allocated through the State's Scholar Incentive Program

### *For information, contact:*

Allan Kuusisto  
Assistant Commissioner  
for Higher Education  
State Education Department, Albany

## SERVICE OCCUPATIONS FOR SLOW LEARNERS

The Service Occupation Program provides slow learners with vocational skills so they will be job-ready in at least one occupation. It also provides academic skills that complement the vocational training and help the student earn a high school diploma or special certificate. The State Education Department provides consultative services and disburses funds for this 4-year demonstration project for the academic and vocational training of 200 secondary school students identified as slow learners.

A typical program combines class periods and work experience together with vocational guidance, preparing the student for work in one of the following occupational service areas: Building Maintenance, Clothing Distribution, Food Trade, Landscaping, General Office, Service Station, Electro-Mechanical Repair.

### Participating School Districts:

Currently, Syosset, Nassau County, is operating a Service Occupation Program

### Funding:

Through the Federal Vocational Education Act of 1963

*For information on how your district might effect this type program, contact:*

Robert Seckendorf  
Director  
Division of Occupational Education Supervision  
State Education Department, Albany

*or*

Vocational Education and Extension Board  
2860 Old Country Road  
Mineola, N. Y.

## BUILDING MAINTENANCE TRAINING

Secondary school students or out-of-school youth identified as having limited academic ability—a group previously not served at all—will be trained as building maintenance workers through this program of vocational education. Initiated in 1965, the program intends to develop the student's understanding of maintenance and preservation of buildings, as well as his skills in renovation, remodeling, and grounds-keeping work.

A typical program involves some 50-60 students. During a 2-year period, the students receive 15 hours training each week as porters, charwomen, utilitymen, and firemen. In addition, they are provided vocational guidance services.

### **Participating School Districts:**

A program of this type is presently in operation in Erie County BOCES #1

### **Funding:**

Through the Federal Vocational Education Act 1963

### *For information, contact:*

Ernest Hoeldtke  
District Superintendent  
Erie County BOCES #1

*or*

Robert Seckendorf  
Director  
Division of Occupational Education Supervision  
State Education Department, Albany



## SERVICE OCCUPATION PROGRAM FOR POTENTIAL DROPOUTS

Originated in 1964, the Service Occupation program is a multi-occupational program designed for students over 15 years of age who are terminal, potential dropouts, or otherwise academically and socioeconomically disadvantaged and who cannot qualify for technical Class A vocational programs.

The State Education Department provides Federal funds, and the New York State Employment Service offers testing facilities in this basic project which presents vocational opportunities to those students about to become workers, and extends vocational education to persons previously not served.

In a program operating at the present time in Freeport, L. I., a vocational counselor screens potential students through aptitude and reading tests to locate those who would benefit from training as gasoline service station attendants, body-fender repairmen, small engine mechanics, boatyard workers, and building maintenance men. Selected students then receive sufficient saleable skills to enter a service or semiskilled occupation.

### **Funding:**

Through the Federal Vocational Education Act of 1963

*For information about this project, contact:*

Christopher Warrell  
Superintendent of Schools  
Freeport, N. Y.

FOR  
DISADVANTAGED  
ADULTS

## MANPOWER DEVELOPMENT MULTIOCCUPATION PROJECT

Manpower programs providing basic education and occupational training for disadvantaged youth (16-21 years of age) and adults (22 years of age and over) are initiated locally by Employment Service Offices. The State Education Department then selects authorized training agencies which include public school boards of education, private schools, and colleges, and provides consultant, administrative, and supervisory services.

The idea is to provide occupational training and all the prerequisite services necessary to prepare an individual for employment in a known job opportunity.

Currently operating in nine districts throughout the State, the program allows trainees to receive stipends while they are studying. After trainees are screened through a testing program, they are referred to a specific training agency. Phase one includes remedial education, guidance and psychological services, and remedial health services. Phase two continues these services and provides training for a specific occupation.

### Participating School Districts:

Albany	Nassau County	Syracuse
Binghamton	New York City	White Plains
Buffalo	Rochester	Utica

### Funding:

Funds are available under the Manpower Development and Training Act of 1962 to pay the total cost. Beginning fiscal 1967, contribution will be 10 percent State or local sources and 90 percent Federal funds.

*For information on multioccupation projects, contact:*

Carl Benenati  
Chief  
Bureau of Manpower Development and Training  
State Education Department, Albany

## ADULT BASIC EDUCATION

This continuing education program, begun in 1965, is designed for adults over 18 years old with less than 8th grade competency in reading, writing and arithmetic. The State Education Department gives help and leadership to school districts so they may provide a maximum number of classes for undereducated adults.

The Department's goals in the program are:

1. to help undereducated adults develop basic education skills;
2. to help underskilled adults increase their chances for useful employment; and
3. to help undereducated adults enhance their daily lives as parents and citizens.

In more than 50 local school districts throughout New York State, undereducated adults meet 10 to 15 hours each week, day and/or evening, in groups averaging 15 students. The groups are usually organized into classes on four instructional levels, providing 200 hours of instruction.

### Participating School Districts:

Participating school districts are listed on page 39.

### Funding:

The Basic Education Program is 90 percent funded by the Economic Opportunity Act, Title II-B, with the State providing the remaining costs

*For information about a continuing education program in your district, contact:*

Alfred Houghton  
Chief  
Bureau of Basic Continuing Education  
State Education Department, Albany

## BASIC EDUCATION FOR WELFARE ADULTS

Another continuing education program, similar to the Basic Adult Education program, is designed for adults over 18 years of age, with less than 8th grade competency in basic education skills but who are *public welfare recipients*. The Department gives help and leadership to the local districts and local welfare officials in conducting a maximum number of classes for undereducated welfare adults.

The goals in this program are similar to the Adult Education Program, but with 2 additional aims—making the welfare adult escape dependency and improving his competency as a citizen.

Certified public school teachers furnish 600-800 hours of instruction in a typical program. Classes averaging 15 students meet at day and/or evening sessions from 6 to 25 hours each week.

### Participating School Districts:

The 17 local school districts participating in this project are listed on page 39.

### Funding:

Federal and State funds are available through the Department of Social Welfare

*For information about Welfare Adult Programs, contact:*

Alfred Houghton  
Chief  
Bureau of Basic Continuing Education  
State Education Department, Albany

## BASIC ADULT EDUCATION CURRICULUM DEVELOPMENT

The Bureau of Continuing Education Curriculum Development is a new unit of the State Education Department working on numerous "breakthrough" projects directed toward adults and out-of-school youths (16-21 years old). The projects involve the new curriculum areas of practical government, health and nutrition, consumer education, parent education and family life, as well as elementary skills in reading, handwriting, and arithmetic.

The major objective of the new unit is to provide teachers with practical, down-to-earth materials designed to build both skills and everyday working concepts in the older youth and adult population needing this kind of education.

One aspect of the project is the development of a packet of materials for the teacher, including the following items: lesson plans; student worksheets; a filmstrip; a large flip chart; an inexpensive plastic recording which the student can take home for reinforcement or enrichment purposes.

Adult education programs throughout the State of New York will use these curriculum materials when they are developed. The U. S. Office of Education also will review them for national distribution.

### **Funding:**

State and Federal funds, including the Economic Opportunity Act, Title II-B, and the Elementary and Secondary Education Act, Title I

### *For information, contact:*

Mrs. Vivienne Anderson  
Chief

Bureau of Continuing Education Curriculum Development  
State Education Department, Albany

PARTICIPATING  
SCHOOL  
DISTRICTS

## PARTICIPATING SCHOOL DISTRICTS

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### Teaching Reading to Disadvantaged

Centereach	Mannsville	Ramapo
Chenango Park	Merrick	Rochester
DeWitt	Middle Island	Roosevelt
Freeport	New Rochelle	Sauquoit
Lindenhurst	Oneida	Syracuse
Liverpool	Ossining	Westbury
Marcellus	Port Chester	Yonkers

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### Project TALENT SEARCH

Akron	Hornell	Oswego
Baldwin	Hudson	Peekskill
Bellport	Huntington	Perth
Canajoharie	Liberty	Ravena-Coeymans
Carthage	Mamaroneck	Rensselaer
Centereach	Manhasset	Salamanca
Deposit	Mineola	Salmon River
Dunkirk	Monroe-Woodbury	Southampton
East Syracuse	Monticello	South Kortright
Galway	New York Mills	Springfield
Gloversville	Niagara-Wheatfield	Troy
Gowanda	North Tonawanda	Uniondale
Great Neck	Nyack	West Hempstead
Harpursville	Ossining	Wyandanch
	Altmar-Paris-Williamstown	

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### Project ABLE

Albany	Kingston	Rochester
Amsterdam	Long Beach	Schenectady
Brentwood	Mount Kisco	Suffern
Buffalo	Mount Vernon	Syracuse
Freeport	New York City	Utica
Goshen	Newburgh	White Plains
Greenburgh #8	Niagara Falls	Windsor
Hempstead	South New Berlin	Yonkers
Ithaca	Oppenheim-Ephratah	
Jamestown	Roosevelt	

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### Summer Schools for Migrant Children

Amsterdam	Newburgh	South Cayuga
East Cutchogue	North Rose	Spring Valley
Farnham	Nyack	Warwick
Frankfort-Schuyler	Port Byron	Wayne
Hempstead	Red Creek	Westmoreland
Highland	Savannah	West Winfield
Lyons	Sherrill	Williamson
Marlboro	Sodus	Wolcott
Mooers	South Orangetown	

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### Project STEP

Albany	Ithaca	Port Byron
Amsterdam	Levittown	Rochester
Brentwood	Main-Endwell	Seaford
Clarence	Medina	Sewanhaka
Colonie	Mineola	South New Berlin
Endicott	Monticello	Spring Valley
Glen Cove	New York City	Syracuse
Glens Falls	North Babylon	Vestal
Greece	North Tonawanda	Watertown
Hempstead	Nyack	Yonkers
	Niagara-Wheatfield	

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### Project REENTRY

Albany	Glen Cove	Plainview
Auburn	Katonah	Schenectady
Buffalo	Malone	Sidney
Carthage	Mount Vernon	Syracuse
Delhi	New Rochelle	Troy
Elmira	Niagara Falls	Watertown
Freeport	Oneonta	Yonkers
	South Kortright	

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### Adult Basic Education

Albany	Hewlett-Woodmere	Peekskill
Amityville	Kenmore	Port Chester
Auburn	Kingston	Potsdam
Binghamton	Lawrence	Poughkeepsie
Brentwood	Long Beach	Rensselaer
Buffalo	Mamaroneck	Riverhead
Centereach	Massena	Rochester
Central Islip	Mohegan Lake	Schenectady
Dunkirk	New Rochelle	Spring Valley
Freeport	New York City	Syracuse
Fulton	Newburgh	Tonawanda
Geneva	Niagara Falls	Troy
Glen Cove	North Syracuse	Utica
Gouverneur	North Tonawanda	Westbury
Great Neck	Nyack	White Plains
Hempstead #2	Olean	Wyandanch
Hempstead	Ossining	Yonkers
	Patchogue-Medford	

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### Basic Education for Welfare Adults

Albany	Massena	Potsdam
Amityville	Mount Vernon	Rochester
Auburn	New Rochelle	Syracuse
Brentwood	New York City	Utica
Heuvelton	Niagara Falls	White Plains
	Yonkers	

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### Work Study Programs

Albany	Plainview	BOCES Chautauqua
Amsterdam	Commack	Dekalb Junction
Auburn	BOCES Bolton Landing	Queensborough C.C.C.
Brentwood, UFSD 12	Bryam Hills	Staten Island C.C.C.
Buffalo	Ossining	West Babylon
Copliague, UFSD 5	Owego	West Islip
Dunkirk	Peekskill	Watervliet
East Meadow, UFSD 3	Port Washington	Alfred A.&T. Inst.
East Syracuse-Minoa	Poughkeepsie	Cobleskill A.&T. Inst.
Union Endicott	Rochester	Canton A.&T. Inst.
Freeport, UFSD 9	Fort Edward	Delhi A.&T. Inst.
Geneva	Schenectady	Erie County Tech.
Glen Cove	Sewanhaka	State U., Farmingdale
Gouverneur	Sloan	Fashion Institute
Melville	Syracuse	BOCES Buffalo #1
Hempstead	Troy	BOCES Batavia
Islip Terrace	Utica	BOCES Clinton County
Jefferson C.C.	Vestal	BOCES Erie #2
Lackawanna	Watertown	BOCES Rockland County
Sachem CSD #5	White Plains	BOCES Westchester
Levittown	Wyandanch	County
Lindenhurst	Yonkers	Ravena-Coeymans Selkirk
Long Beach	Broome Tech. C.C.	Windsor
Mamaroneck	Manhattan C.C.	Canajoharie
Mineola	Bronx C.C.	Middle County Central
Mount Vernon	Corning C.C.	Middle Island Central
New Rochelle	Fulton-Montgomery C.C.	Oyster Bay-East Norwich
City of New York	Kingsborough C.C.	St. Johnsville
Niagara Falls	New York City C.C.	Fort Plain
Niskayuna	Niagara County C.C.	Roosevelt
Northport	Onondaga C.C.	East Rochester
Guilderland Center	Orange County C.C.	West Irondequoit
Glen Head	Great Neck	Bethpage
Oceanside	BOCES Chemung-Tioga	Canton

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### Seminar on Africa

Baldwinsville	Jamesville-DeWitt	Marcellus
Canastota	La Fayette	Oneida
Cazenovia	Liverpool	Syracuse (North)
Chittenango	Mannsville-Manor	Syracuse

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